

OVERVIEW OF THE RACE TO THE TOP – DISTRICT COMPETITION



August 2012

Reminders

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- Webinar slides available for download at www.ed.gov/programs/racetothetop-district
- Technical difficulties: call 800-500-7045 or email RTTDWebinarInfo@mikogroup.com
- Questions can be submitted through the **webinar chat feature**.

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Welcome

www.ed.gov/programs/racetothetop-district

RTTDWebinarInfo@mikogroup.com

Agenda

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Part 1

- Overview of Race to the Top – District Competition
 - Background and Purpose
- Overview of the Notice Inviting Applications (NIA)
 - Eligibility Requirements
 - Absolute Priorities
 - Selection Criteria
- Additional Resources and Questions

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Part 2

- Overview of the Notice Inviting Applications (NIA)
(continued)
 - Competitive Preference Priority and Optional Budget Supplement
 - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions

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Part 1

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Race to the Top - District Program

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Purpose of Race to the Top - District Program:

- To build on the lessons learned from the State competitions conducted under the Race to the Top program and to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness.

Race to the Top - District Program

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- The Race to the Top - District competition is aimed squarely at classrooms and the all-important relationship between educators and students. The notice invites applicants to demonstrate how they can personalize education for all students in their schools.
- The Race to the Top - District competition will encourage and reward those local educational agencies (LEAs) or consortia of LEAs that have the leadership and vision to implement the strategies, structures, and systems needed to implement personalized, student-focused approaches to learning and teaching that will produce excellence and ensure equity for all students.

Race to the Top - District Program

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- Applicants must design a personalized learning environment that will use collaborative, data-based strategies and 21st century tools such as online learning platforms, computers, mobile devices, and learning algorithms, to deliver instruction and supports tailored to the needs and goals of each student, with the aim of enabling all students to graduate college- and career-ready.
- Implementation of a personalized learning environment is not achieved through a single solution or product but rather requires a multi-faceted approach that addresses the individual and collective needs of students, educators, and families and that dramatically transforms the learning environment in order to improve student outcomes.

Race to the Top - District Program

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Core Educational Assurance Areas:

- ❑ Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- ❑ Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;
- ❑ Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- ❑ Turning around lowest-achieving schools.

Race to the Top - District Program

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Application Resources:

- Executive Summary
- Background on the Race to the Top – District Competition
- Race to the Top – District Application
- Frequently Asked Questions (FAQs)
- Notice Inviting Application (NIA)

These resource are available at:

www.ed.gov/programs/racetothetop-district

Competition Timeline

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- Intent to Apply Due: August 30, 2012
 - Form located at: <http://www2.ed.gov/surveys/intent-rttd.html>
- Applications Due: October 30, 2012
- Grant Award Announcements: December 2012

Additional Resources

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- Upcoming Webinars: Budget and Consortia
- Frequently Asked Questions (FAQs):
www.ed.gov/programs/racetothetop-district
- Submit questions by email to:
racetothetop.district@ed.gov
- Information on future webinars, updates to FAQs, and any other resources will be posted at:
www.ed.gov/programs/racetothetop-district

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Part 1

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Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

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Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

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must meet in order to be eligible

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must address -and
meet- this priority

- Supplement (optional)
- Examples, e.g.:
- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
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Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Financial analysis
- Implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

indicate one; not scored

Understanding the NIA

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- Budget
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- Scope of work
- School implementation plan

optional area of interest that extends the core work

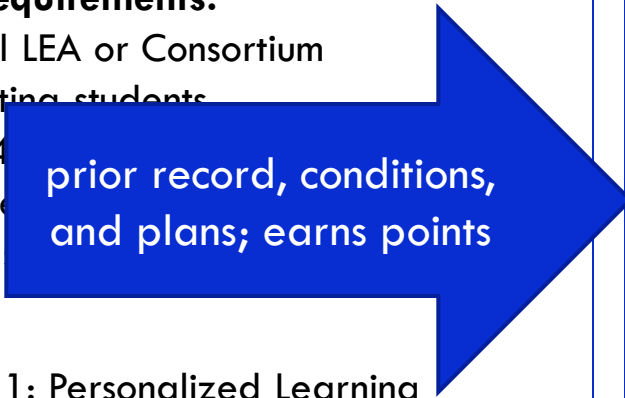
Understanding the NIA

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Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 4
- Commitment
- Relevant



prior record, conditions,
and plans; earns points

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requirements for grantees

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- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Alignment and (optional)

requirements for applicants

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Eligibility Requirements

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- Eligible applicants:
 - Individual **local educational agencies** (LEAs) serving a minimum of 2,000 **participating** students
 - Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of students served by each LEA are participating students (as defined)
- An LEA may only participate in one Race to the Top - District application
- At least 40 percent of participating students across all **participating schools** (as defined) must be from low-income families
- Applicants must demonstrate commitment to the core educational assurance areas (as defined)
- Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teachers union or association president



Key definitions



Helpful FAQs

FAQ
C-5

Eligibility Requirements

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- Eligible applicants:
 - Individual **local educational agencies** (LEAs) (as defined) or a consortium of LEAs serving a minimum of 2,000 **participating students** (as defined)
 - Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of students served by each LEA are participating students (as defined)
- An LEA may only participate in one Race to the Top - District application
- At least 40 percent of participating students across all **participating schools** (as defined) must be from low-income families
- Applicants must demonstrate commitment to the core educational assurance areas (as defined)
- Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teachers union or association president

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

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An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year--

- (A) **A teacher evaluation system** (as defined);
- (B) **A principal evaluation system** (as defined); and
- (C) **A superintendent evaluation** (as defined);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by--

- (A) Being located in a State that has adopted college- and career-ready standards (as defined); or
- (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined)

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

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An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

- (iii) The LEA has a robust data system that has, at a minimum--
 - (A) An individual teacher identifier with a teacher-student match; and
 - (B) The capability to provide timely data back to educators and their supervisors on student growth (as defined);
- (iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and
- (v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA).

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Absolute Priority 1:

Personalized Learning Environments

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To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

Absolute Priorities 2-5

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Each applicant must indicate one priority from Absolute Priorities 2-5

- Absolute Priority 2, Non-Rural LEAs in Race to the Top States
- Absolute Priority 3, **Rural LEAs** in Race to the Top States
- Absolute Priority 4, Non-Rural LEAs in non-Race to the Top States
- Absolute Priority 5, **Rural LEAs** in non-Race to the Top States

Notes:

- Absolute Priorities 2-5 are not judged by peer reviewers.
- **Race to the Top Phase 1, 2, and 3 States are:** Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

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Selection Criteria

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- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
 - Competitive Preference Priority (10 points)
 - Optional Budget Supplement (scored separately, 15 points)

Selection Criteria A – Vision (40 points)

- (A)(1) The extent to which the applicant has set forth a comprehensive and coherent reform vision that builds on its work in four core educational assurance areas (as defined) and articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests;
- (A)(2) The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal;
- (A)(3) The extent to which the application includes a high-quality plan describing how the reform proposal will be scaled up and translated into meaningful reform to support district-wide change beyond the participating schools (as defined), and will help the applicant reach its outcome goals;
- (A)(4) The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed the State ESEA targets for the LEA(s), overall and by student subgroup, for each participating LEA (as defined).

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

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The extent to which each LEA has demonstrated evidence of--

(B)(1) A clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to—

- (a) Improve student learning outcomes and close achievement gaps (as defined), including by raising student achievement, high school graduation rates (as defined), and college enrollment (as defined) rates;
- (b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined) or in its low-performing schools (as defined); and
- (c) Make student performance data (as defined) available to students, educators (as defined), and parents in ways that inform and improve participation, instruction, and services.

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

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The extent to which each LEA has demonstrated evidence of--

(B)(2) A high level of transparency in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant already makes available the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff;
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

(B)(3) Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal;

Selection Criteria B –

Prior Record of Success and Conditions for Reform (45 points)

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The extent to which each LEA has demonstrated evidence of--

(B)(4) Meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal, including:

(a) A description of how students, families, teachers, and principals in participating schools (as defined) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including--

(i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined); or

(ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined) support the proposal; and

(b) Letters of support from key stakeholders;

(B)(5) A high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

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The extent to which the applicant has a high-quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to implementing instructional strategies for all *participating students* (as defined) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined) and college- and career-ready graduation requirements (as defined) and accelerate his or her learning through support of his or her needs.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

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The quality of the plan will be assessed based on the extent to which the applicant proposes and approach that includes the following:

(C)(1) *Learning*: An approach to learning that engages and empowers all learners, in particular high-need students (as defined), in an age-appropriate manner.

(C)(2) *Teaching and Leading*: An approach to teaching and leading that helps **educators** (as defined) to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined) by enabling the full implementation of personalized learning and teaching for all students.

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

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The extent to which the applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator (as defined) and level of the education system (classroom, school and LEA) with the support and resources they need, when and where they are needed. The quality of the plan will be determined based on the extent to which--

(D)(1) The applicant has practices, policies, and rules that facilitate personalized learning by--

- (a) Organizing the LEA central office, or the consortium governance structure (as defined) to provide support and services to all participating schools (as defined);
- (b) Providing **school leadership teams** (as defined) in participating schools (as defined) with sufficient flexibility and autonomy to control such factors as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;
- (c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways; and
- (e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

40

The quality of the plan will be determined based on the extent to which--

(D)(2) The LEA and school infrastructure supports personalized learning by--

- (a) Ensuring that all participating students (as defined), parents, educators (as defined), and other stakeholders (as appropriate and relevant to student learning), regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have appropriate levels of technical support, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
- (c) Using information technology systems that allow parents and students to export their information in an open data format (as defined) and to use the data in other electronic learning systems (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
- (d) Ensuring that LEAs and schools use interoperable data systems (as defined) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

Selection Criteria E –

Continuous Improvement (30 points)

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Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has--

(E)(1) A strategy for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Strategies for ongoing communication and engagement with internal and external stakeholders;

Selection Criteria E –

Continuous Improvement (30 points)

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(E)(3) Ambitious yet achievable performance measures, overall and by subgroup, with annual targets for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe--

- (a) Its rationale for selecting that measure;
- (b) How the measure will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern; and
- (c) How it will review and improve the measure over time if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

Applicable Population	Performance Measures
All	<ul style="list-style-type: none">a) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined) and principal are a highly effective teacher (as defined) and a highly effective principal (as defined); andb) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined) and an effective principal (as defined).

Selection Criteria E –

Continuous Improvement (30 points)

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Applicable Population	Performance Measures
PreK-3	<ul style="list-style-type: none"> a) Applicant must propose at least one age-appropriate measure of students' academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	<ul style="list-style-type: none"> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	<ul style="list-style-type: none"> a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

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44

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a clear and high-quality approach to continuously improve its plan. This will be determined by the extent to which the applicant has--

(E)(4) Plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined), and decision-making structures).

Selection Criteria F –

Budget and Sustainability (20 points)

45

The extent to which--

(F)(1) The applicant's budget, including the budget narrative and tables--

- (a) Identifies all funds that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is reasonable and sufficient to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a thoughtful rationale for investments and priorities, including-
 - (i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
 - (ii) Identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

(F)(2) The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

Agenda

46

Part 1

- Overview of Race to the Top – District Competition
 - Background and Purpose
- Overview of the Notice Inviting Applications (NIA)
 - Eligibility Requirements
 - Absolute Priorities
 - Selection Criteria
- Additional Resources and Questions

Additional Resources

47

- Upcoming Webinars: Budget and Consortia
- Frequently Asked Questions (FAQs):
www.ed.gov/programs/racetothetop-district
- Submit questions by email to:
racetothetop.district@ed.gov
- Information on future webinars, updates to FAQs, and any other resources will be posted at:
www.ed.gov/programs/racetothetop-district

Questions

Break

Agenda

50

Part 2

- Overview of the Notice Inviting Applications (NIA)
(continued)
 - Competitive Preference Priority and Optional Budget Supplement
 - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions

Agenda

51

Part 2

☐ Overview of the Notice Inviting Applications (NIA) (continued)

☐ Competitive Preference Priority and Optional Budget
Supplement

☐ Application and Program Requirements

☐ How the Pieces Fit Together

☐ Peer Review and Scoring

☐ Application Submission

☐ Intent to Apply

☐ Additional Resources and Questions

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

52

The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined), giving highest priority to students in participating schools with high-need students (as defined). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

53

To meet this priority, an applicant must--

- (1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;
- (2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined) results;

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

54

(3) Describe how the partnership would--

- (a) Track the selected indicators that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students;
- (b) Use the data to target its resources in order to improve results for participating students (as defined), with special emphasis on students facing significant challenges;
- (c) Develop a strategy to scale the model beyond the participating students (as defined) to at least other high-need students (as defined) and communities in the LEA or consortium over time; and
- (d) Improve results over time;

(4) Describe how the partnership would, within participating schools (as defined), integrate education and other services (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined);

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools (as defined) by providing them with tools and supports; and

(6) Identify its annual ambitious yet achievable performance measures for the proposed population-level and describe desired results for students.

Optional Budget Supplement

(Scored separately – 15 points)

55

- ❑ Additional funding (beyond the applicable maximum level provided) up to a maximum of \$2 million for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1.
- ❑ The request for additional funding must be designed as a separate project that, if not funded, will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1.
- ❑ Applications for this funding will be judged on the extent to which the applicant has a clear, discrete, and innovative solution that can be replicated in schools across the Nation.
- ❑ An applicant may submit multiple optional budget supplements with its application.

Optional Budget Supplement

(Scored separately – 15 points)

56

- ❑ In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider--
 - ❑ The rationale for the specific area or population that the applicant will address;
 - ❑ A high-quality plan for how the applicant would carry out activities that would be co-developed and implemented across two or more LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
 - ❑ The proposed budget (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.
- ❑ Optional budget supplement points are not included in an applicant's total score, and do not affect whether an applicant is awarded a Race to the Top – District grant.

Agenda

57

Part 2

- Overview of the Notice Inviting Applications (NIA)
(continued)
 - Competitive Preference Priority and Optional Budget Supplement
 - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions

Application Requirements

58

(1) State comment period. Each LEA included in an application must provide its State at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The State's comments or, if the State declined to comment, evidence that the LEA offered the State 10 business days to comment; and
- (b) The LEA's response to the State's comments (optional).

(2) Mayor (or city or town administrator) comment period. Each LEA included in an application must provide its mayor or other comparable official at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The mayor or city or town administrator's comments or, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment; and
- (b) The LEA's response to the mayor or city or town administrator comments (optional).

(3) Consortium requirements, e.g., type of consortium, signatures, memoranda of understanding

Program Requirements

59

(1) An applicant's budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$5-10 million
5,001-10,000	\$10-20 million
10,001-25,000	\$20-30 million
25,001+	\$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

Agenda

60

Part 2

- Overview of the Notice Inviting Applications (NIA)
(continued)
 - Competitive Preference Priority and Optional Budget Supplement
 - Application and Program Requirements
- How the Pieces Fit Together
- Peer Review and Scoring
- Application Submission
- Intent to Apply
- Additional Resources and Questions

How the Pieces Fit Together

61

- ❑ Narrative: The narrative describes how the applicant has addressed or will address that criterion or competitive preference priority.
- ❑ Goals and Performance Measures: For several criteria, the applicant is asked to provide goals, performance measures, annual targets, and/or baseline data.
- ❑ Evidence: Some criteria require specific information as supporting evidence; applicants may also include any additional information they believe would be helpful to peer reviewers in judging the applicant's response.

How the Pieces Fit Together

62

- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
 - Competitive Preference Priority (10 points)
 - Optional Budget Supplement (scored separately, 15 points)

Selection Criterion Example

63

(A)(2) Applicant's approach to implementation (10 points) (Application page 28-30)

(A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

criterion

Selection Criterion Example

64

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

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Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

criterion

definition

Selection Criterion Example

65

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

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Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

directions

Selection Criterion Example

66

(A)(2) Applicant's approach to implementation (10 points)

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general

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To provide a high-quality plan, the applicant should describe its goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or the Appendix). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

narrative
response

Peer reviewers will reward applicants for developing goals and activities that are "ambitious yet achievable." In determining whether an applicant has "ambitious yet achievable" goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower goals.

Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

Selection Criterion Example

67

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

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Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

evidence

Selection Criterion Example

68

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

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Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)



plan

Selection Criterion Example

69

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

High-Quality Plan

(As described in the Scoring Overview and Chart)

In determining the quality of an applicant's plan, reviewers will evaluate

- key goals;
- activities to be undertaken and rationale for the activities;
- timeline;
- deliverables;
- parties responsible for implementing the activities; and
- overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence).

Applicants should submit this information for each criterion that the applicant addresses that includes a plan.

Applicants may also submit additional information that they believe will be helpful to peer reviewers.

plan

Selection Criterion Example

70

(A)(2) Applicant's approach to implementation (10 points)

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Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

goals/
perf.
measures

Selection Criterion Example

71

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

The extent to which the applicant's approach to implementation and school-level goals

Ambitious yet Achievable Goals, Performance Measures, and Annual Targets

(As described in the Scoring Overview and Chart)

In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant's goals, measures, and annual targets in the context of the applicant's proposal and the evidence submitted (if any) in support of the proposal.

There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing "ambitious yet achievable" goals, performance measures, and annual targets that are meaningful for the applicant's proposal and for assessing implementation progress, successes, and challenges.

In the text of the proposal, the applicant must

The narrative evidence must be described in detail, location

To provide context, see Scoring Overview and Chart

Peer review of applicant's submitted goals, measures, and annual targets

Recommendations

(Enter text)

goals/
perf.
measures

Selection Criterion Example

72

(A)(2) Applicant's approach to implementation (10 points)

(A)(2) Applicant's approach to implementation (10 points)

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Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

pages

Selection Criterion Example

73

(A)(2) Applicant's approach to implementation (10 points)

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- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

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The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will reward applicants for developing goals that – in light of the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” annual goals, peer reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. There is no specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

narrative

74

(A)(2) Applicant's approach to implementation (10 points)


(Enter text here.)

[illegible]

Selection Criterion Example: Tables

75

(A)(2) Applicant's approach to implementation (10 points)

<div style="text-align: center;">  </div>			School Demographics								
			Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages		
			A	B	C	D	E	F	G	H	I
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high- need students	# of Participating low- income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
[LEA Name]	[Name of school] (If known at time of application)		#	#	#	#	#	#	%	%	%
[LEA Name]	[Name of school]										
[LEA Name]	[Name of school]										
	[Add or delete rows as needed]										
TOTAL											100%

Insert raw data here

Calculate when
equations given

76

[illegible]

Selection Criterion Example

77

(A)(1) Articulating a comprehensive and coherent reform vision (10 points)

Criterion text here

(A)(2) Applicant's approach to implementation (10 points)

Criterion text here

(A)(3) LEA-wide reform & change (10 points)

Criterion text here

(A)(4) LEA-wide goals for improved student outcomes (10 points)

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.

Recommended maximum response length: Seven pages

(Enter text here.)

(B)(1) Demonstrating a clear track record of success (15 points)

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

(Enter text here.)

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

(Enter text here.)

(B)(3) State context for implementation (10 points)

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(Enter text here.)

Application Assurance Example

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(Application page 107)

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

_____ State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments OR evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part _____, from pages _____ to _____ of the proposal.)

_____ Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part _____, from pages _____ to _____ of the proposal.)

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Part 2

- Overview of the Notice Inviting Applications (NIA)
(continued)
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Peer Review

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- Grants will be awarded on a competitive basis to LEAs or consortia of LEAs and applications will be reviewed and scored by a panel of peer reviewers.
- For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.
- Applicants need not address every individual selection criterion. However, an applicant will not earn points for selection criteria that it does not address.

Peer Review

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- Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans.
- In making judgments, reviewers will consider the extent to which the applicant has a high-quality plan and ambitious yet achievable goals, performance measures, and annual targets.
- Reviewers will be assessing multiple aspects of applicants' proposals. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a grant by earning high points on other criteria.

Scoring

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- ❑ About Assigning Points: For each criterion, reviewers will assign points to an application. The Department has specified maximum point values at the criterion level.
- ❑ The reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
20	0-4	5-14	15-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

- ❑ The scoring chart on the next slide shows the maximum number of points that may be assigned to each criterion and to the competitive preference priority.

Scoring Chart

	Detailed Points	Section Points	Section %
<u>Selection Criteria:</u>			
A. Vision:		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
B. Prior Record of Success and Conditions for Reform		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	10		
(B)(5) Analysis of needs and gaps	5		
C. Preparing Students for College and Careers		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
D. LEA Policy and Infrastructure		25	12%
(D)(1) LEA practices, policies, rules	15		
(D)(2) LEA and school infrastructure	10		
E. Continuous Improvement		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
F. Budget and Sustainability		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
G. Optional Budget Supplement	Scored Separately - 15 points		
<u>Competitive Preference Priority</u>	10	10	5%
	210	210	100%

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Application Submission

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- ❑ We strongly recommend the applicant to submit a CD or DVD of its application that includes the following files:
 - (1) A single file that contains the body of the application, including required budget tables, that has been converted into a .PDF format so that the .PDF is searchable. Note that a .PDF created from a scanned document will not be searchable.
 - (2) A single file in a .PDF format that contains all of the required signature pages. The signature pages may be scanned and turned into a PDF.
 - (3) Two copies of the completed electronic budget spreadsheets with the required budget tables, which should be in a separate file from the body of the application. The spreadsheets will be used by the Department for budget reviews. Each of these items must be clearly labeled with the LEA's name, city, state, and any other relevant identifying information. Applicants also should not password-protect these files.
- ❑ Applications must be submitted in electronic format on a CD or DVD, with CD-ROM or DVD-ROM preferred, by mail or hand delivery.
- ❑ Files must be in a .DOC (document), .DOCX (document), .RTF (rich text), or .PDF (Portable Document) format.

Note: Length does not equal quality

Application Submission

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The Department must receive all grant applications **on or before** 4:30:00 p.m., Washington DC time, on October 30, 2012

Submission of Applications by Mail

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.416)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Submission of Applications by Hand Delivery

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.416
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

If the Department receives an application after the application deadline, we will not consider that application.

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Notice of Intent to Apply

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- The Department strongly encourages each potential applicant to notify us of the applicant's intent to apply.
- Complete a brief web-based form by August 30 at:
<http://www2.ed.gov/surveys/intent-rttd.html>
- For consortia, the lead LEA should complete this form on behalf of the consortium.

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- Overview of the Notice Inviting Applications (NIA)
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Additional Resources

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- Upcoming Webinars: Budget and Consortia
- Frequently Asked Questions (FAQs):
www.ed.gov/programs/racetothetop-district
- Submit questions by email to:
racetothetop.district@ed.gov
- Information on future webinars, updates to FAQs, and any other resources will be posted at:
www.ed.gov/programs/racetothetop-district

Questions

Thank you

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- Frequently Asked Questions (FAQs):
www.ed.gov/programs/racetothetop-district
- Submit questions by email to:
racetothetop.district@ed.gov
- Information on future webinars, updates to FAQs, and any other resources will be posted at:
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